

## “Promoting Pupil Emotional Wellbeing & Mental Health” Forum

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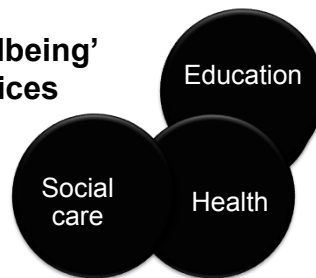
### Aims of today

- **Through a whole-school approach, sharing practice in and progress and impact of the promotion of social and emotional wellbeing, to help address mental health challenges**
- **Learn of the latest developments in emotional wellbeing and mental health in schools**
- **Develop deeper understanding of the link between pupil resilience/H&WB and academic achievement**
- **Identify additional CPD, training and support that schools would find most helpful**
- **Continue strengthening partnership working**
- **Engage with representatives from local services that can provide support for schools**

## Strategic Framework Overview

- a joint Southwark Council and Clinical Commissioning Group (CCG) Strategic Framework for the Wellbeing of the Children and Young Person's of Southwark
- The Strategic Framework sets the priorities for the commissioning of CYP wellbeing services for 2016 – 2021

'Wellbeing'  
services



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## Areas of focus

**1. Early years, better start, 0-5 years and being ready to start school**



Relevant to  
CAMHS  
Transformation

**2. Emotional wellbeing and mental health**

**4. Reduce the number of children and young people attending and being admitted to hospital as emergencies**

**3. Long term physical conditions including diabetes, asthma, epilepsy, sickle cell and complex co-morbidity (more than one complicated illness)**



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## Areas of focus



5. Young people's health (10-25 years old) including sexual health, drugs misuse, self-harm and gang violence

6. Vulnerable children and young people including:

- *Young carers*
- Young offenders
- Looked After Children/ Children in Need
- CYP at risk of violence, abuse or neglect
- *Children with learning disabilities*
- *Children and young people with Special Educational Needs and Disability (SEND)*

7. *Children and young people who are very overweight*



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## Key priorities - C&YP in Southwark today

- **Successful schools – sound, look, feel**
- **What we know - strategic framework and C&YP plan**
- **Diminishing the differences for vulnerable pupils and groups:**
  - LAC
  - Disadvantaged white British
  - Ever 6 FSM (pupil premium)
  - SEND
- **What we are doing here and why it is important?**
- **Support for schools**
- **Prevention:**
  - whole school approaches through Healthy Schools
  - Families Matter & Early Help
- **Early Help–re-organisation to work in a more integrated way**

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## Healthy Schools Partnership - Successes

- **Healthy Schools map [www.healthyschools.london.gov.uk](http://www.healthyschools.london.gov.uk):**
  - 51 bronzes
  - 16 silvers
  - 1 gold
  - schools working towards gold, silver and bronze
- **Outcomes & impact (see example)**
- **Examples provided throughout the day**
- **Strategic Programme Board: PSHE, Wellbeing, Healthy Schools & Lives in Education**

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## Gold Healthy School - Robert Browning



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## Gold Healthy School - Robert Browning

### Universal Priority (all children)

Emotional Health & Wellbeing and Healthy Lifestyle: to develop pupils' opportunities to be much more involved in their own learning, self-care and physical health.

### Targeted Priority (6 pupils from year 6)

Emotional Health and Wellbeing: 'Confidence in Learning'

#### Some of the activities taking place to achieve outcomes:

- Warm up to learning sessions
- Healthy Mind, Healthy Body week
- EHWB lessons across the school
- Mindfulness introduced across the school
- Workshop for parents/children on healthy lifestyles run by a paediatrician
- Acts of Kindness
- Staff wellbeing

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## Impact - Robert Browning

- Aim - 50% increase in the number of parents who support the school strategy in how they monitor their child's screen time use
- 70% (133 parents) reporting that they now monitor their child's screen time – *We achieved a 250% increase*
- Aim- 20% increase from baseline data in children selecting healthier food choices in the lunch hall
- Endline of 89% / 168 pupils selecting healthy choices at lunchtime – *We achieved a 102% increase*
- Aim - 30% increase from baseline data in number of pupils reporting an increase in the number of walking steps taken per day
- Endline of 44160 steps (total average across the 4 classes) – *We achieved a 92% increase in steps and 100% of children across the 4 classes increased their steps from the beginning of the week to the end.*

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## Impact - Robert Browning

- **restructured/reorganised lunchtimes to allow for lengthened seating times - children need to have more time to make food choices and eat.**
- **putting into place a Key Stage Two reward system for selecting (and eating) vegetables, fruit and salad and a revised serving procedure to encourage better choices.**
- **smoothie craze!!**
- **staff positively receiving sessions that invigorate children prior to learning or calm them ready for learning i.e. Mindfulness and 5-a-day/warm up to learning**
- **warm up to learning dance craze – dancing at lunchtimes, dance club and a time for Year 6 to lead purposefully**
- **Healthy Mind/Healthy Body being an annual whole school event**
- **Sustainability**

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## Impact on 6 pupils, their feedback.....

- Small groups help you to ask questions when you are not sure
- They felt happy and more confident when the teacher could understand exactly what they found challenging
- They felt less inclined to give up or avoid 'tricky' questions
- Helped them to make friends with children they don't normally play with at lunch
- They all still worry about secondary school but knew they would feel okay once they started
- They generally felt happy to come to school and less worried about their Year 6 SATs
- **5 out of the 6 exceeded expected progress for the year**
- "I feel better when I know I can ask someone for help when I am stuck" (Pupil 1)
- "The thought of secondary school is scary but I feel better now that I know I have done well in Year 6" (Pupil 3)
- "I want to be a midwife when I grow up. If I keep on working hard I will be able to do what I have dreamed of". (Pupil 2)

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## Impact - Robert Browning

### Unintended outcomes/ wider impact:

- 100% of pupils report that they have strategies to cope with the transition to secondary school
- 3 of the 6 pupils have returned to the school to report a positive start to their secondary transition
- intensive support sessions (i.e. writing conferencing) will be used as a model for raising attainment across the school

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## Promoting Pupil Emotional Wellbeing & Mental Health

Kellie Ansell:

Deputy Headteacher, Rotherhithe Primary School

Chair - Strategic Programme Board: PSHE, Wellbeing, Healthy Schools & Lives in Education

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# Healthy Schools at RPS



Sustainable Travel  
Accredited and Recognised  
Sustainable level 2012



## Our context

- **Maintained school with a rich and diverse community**
- **75% black and ethnic minority**
- **Nationalities**
- **46 languages**
- **Deprivation 100% super output area which represents. Rotherhithe and South Bermondsey wards have half of LSOAs in the bottom 30% in Southwark.**
- **45% living in overcrowded accommodation**
- **Children enter our nursery year on year at approximately 70% below expected national levels.**
- **High level of children on SEND , looked after children and children on CP and CIN plans.**
- **Tangible commitment to being inclusive and raising achievement for all**



## Safeguarding

- A priority & strong focus of the school
- 7 designated persons ,weekly meetings, in house supervision
- High level of family support work
- Multiagency service delivery in school
- Children centre with very strong relationships in the community
- Effective parental partnerships
- FGM and prevent on the agenda
- Planning the right approach
- A climate in the school for tackling controversial issues, developing questioning techniques to open up safe debate; building confidence to promote honesty about a plurality of views;
- Promoting open, respectful dialogue

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## What are we doing at Rotherhithe

- **Gold healthy schools award**
- **Mindfulness**
- **Year six healthy breakfast project**
- **SRE lessons and assemblies, a focus on key stage two (working with Barnardos)**
- **FGM work in school and in the community**

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## Context: the latest challenges

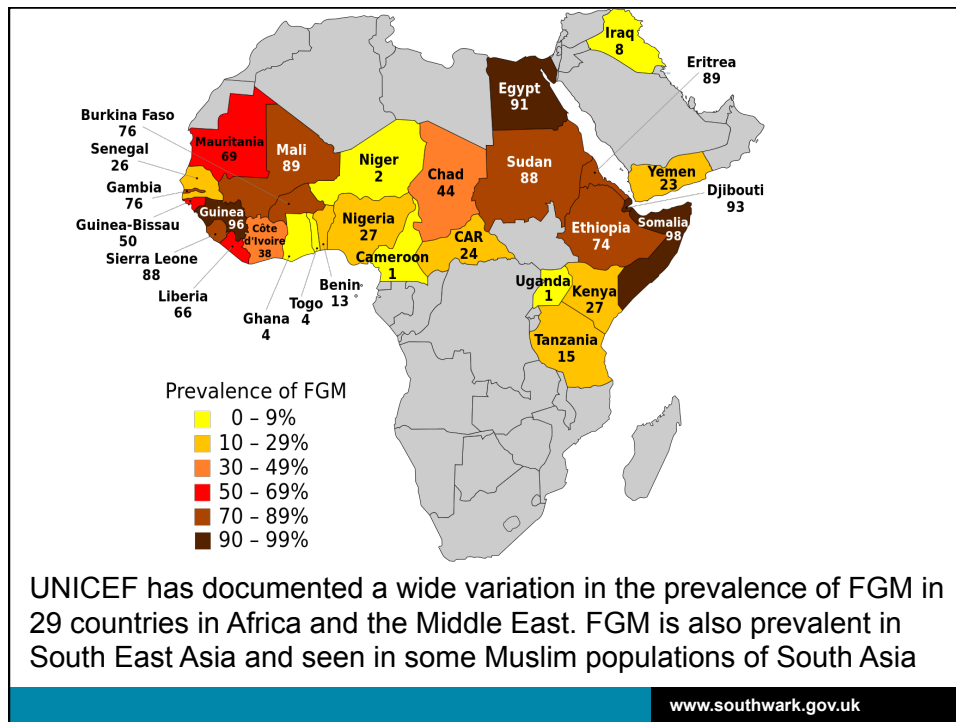
- **FGM on the government agenda as part of the violence against women & girls initiative, including forced marriage, honour killings and domestic violence.**

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## Why we must keep talking about it

- **Estimated 1,700 victims of FGM were referred to specialists in the last two years**
- **Mostly carried out between the ages of 5-8 years old**
- **It is estimated that nearly 60,000 women could be living with the consequences of FGM here**
- **Southwark : 1 in 10 children born to a mother who has experienced FGM (estimation)**
- **The World Health Organisation estimates that three million girls undergo some form of the procedure every year in Africa alone.**
- **The girls are told it is a celebration and FGM remains a secret and hidden practice**

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## Prevention of FGM: How to have the most impact

- **Talked to/outreached to the community**
- **Parents becoming advocates**
- **Enlisting the support of Dr Comfort Momoh MBE. Staff training**
- **Training for Governors**
- **Discussion with all parties to decide the best approach. Listening to the voices of survivors**
- **Year six working with the FPA produced a leaflet for primary aged children**
- **Opening of a well woman clinic**
- **Worked with Norbury school to deliver SRE lessons to KS2 including FGM – aligned to Southwark’s PSHE & Wellbeing Curriculum Framework**
- **Parent workshops**
- **Next event on 27<sup>th</sup> April at school**

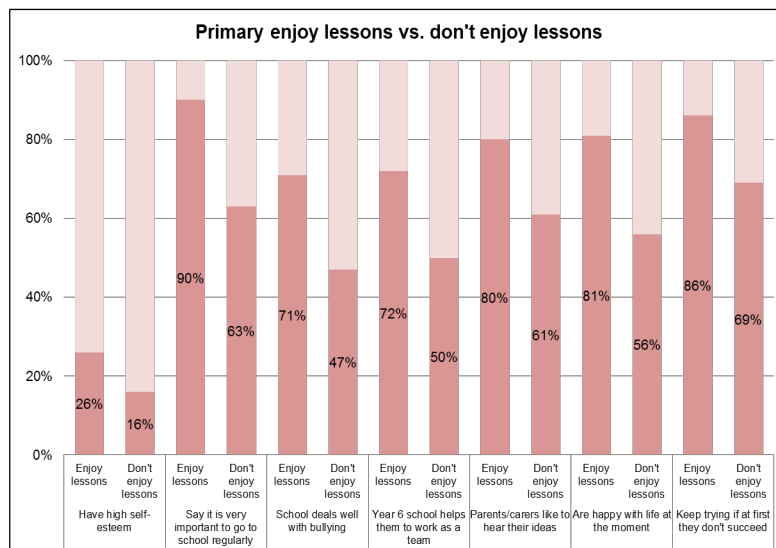
## Southwark survey 2016 - sample size

Year	Year 4	Year 6	Year 8	Year 10	All
<b>Boys</b>	446	479	317	225	1467
<b>Girls</b>	498	429	338	188	1453
<b>Total</b>	<b>946*</b>	<b>908</b>	<b>658*</b>	<b>413*</b>	<b>2925*</b>

Sheu completed data validation, analysis and visualisation  
 \*5 pupils didn't tell us their gender

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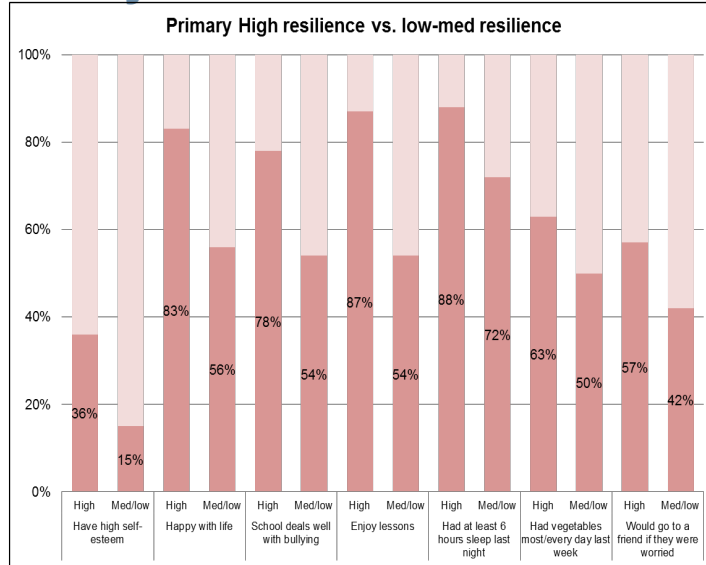
## Primary: Enjoy lessons



Sample Size: Year 4: boys 313 vs. 126, girls 404 vs. 88    Year 6: boys 329 vs. 145, girls 330 vs. 95

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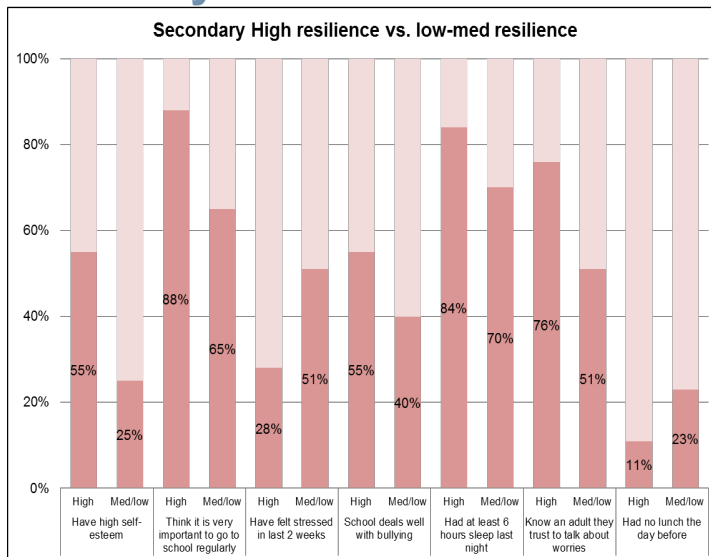
## Primary Year 6: Resilience



Sample Size: Year 6 boys 176 vs. 122, girls 166 vs. 122

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## Secondary: Resilience\*

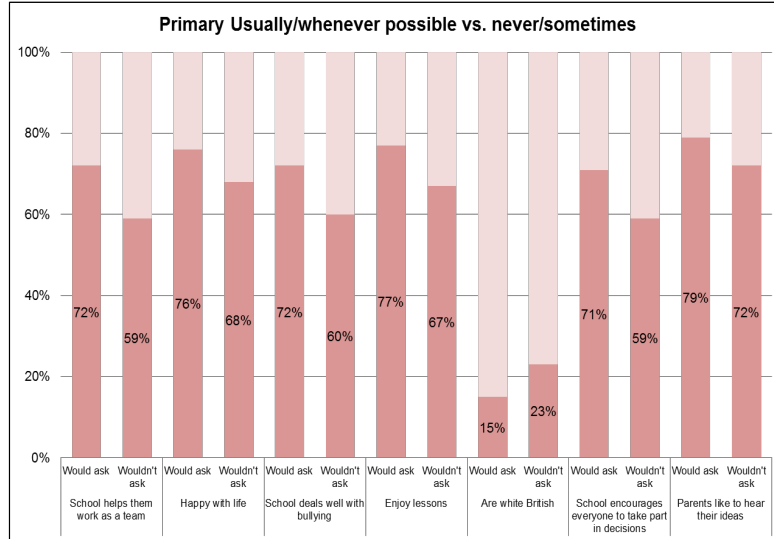


Sample Size: Year 8 boys 88 vs. 116, girls 78 vs. 144      Year 10 boys 37 vs. 69, girls 24 vs. 97

\*Short Warwick-Edinburgh Mental Wellbeing Scale (WEMWBS)

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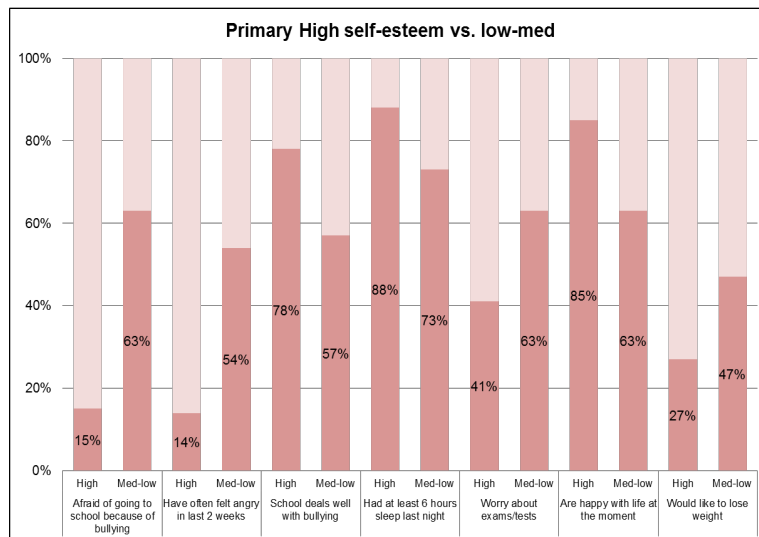
## Primary Year 6 : Would ask for help if at first you don't succeed



Sample Size: Year 6 boys 260 vs. 188, girls 295 vs. 117

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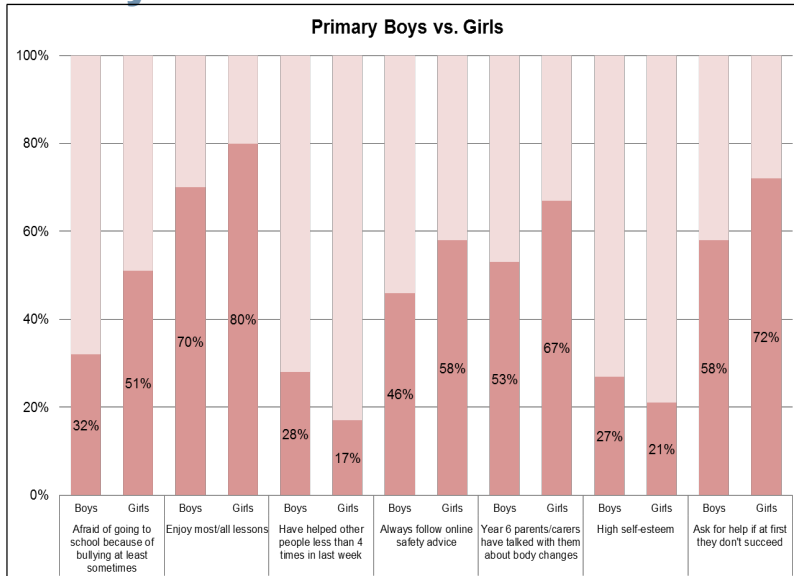
## Primary: Self-esteem\*



Sample Size: Year 4 boys 96 vs. 129, girls 100 vs. 174      Year 6 boys 137 vs. 107, girls 85 vs. 141  
 \*Qs derived from Denis Lawrence esteem scale LAWSEQ

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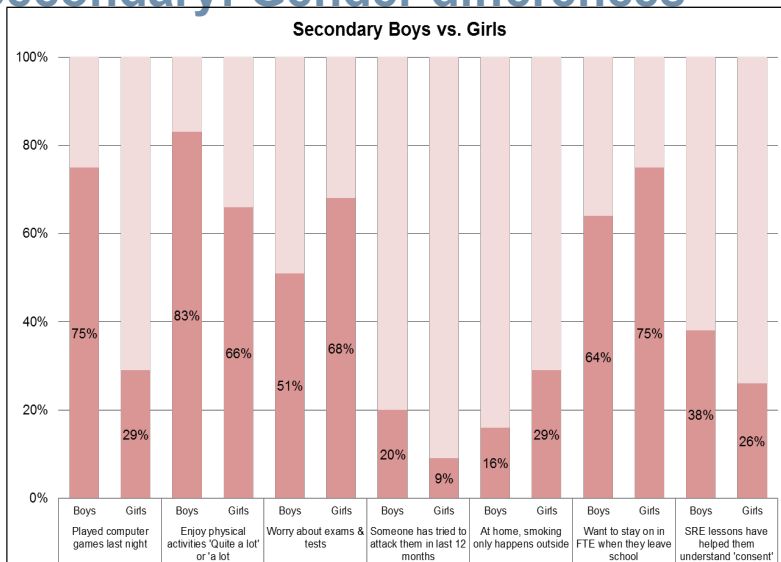
## Primary: Gender differences



Sample Size: Boys Y4: 446 Y6: 479 Girls Y4: 498 Y6: 429

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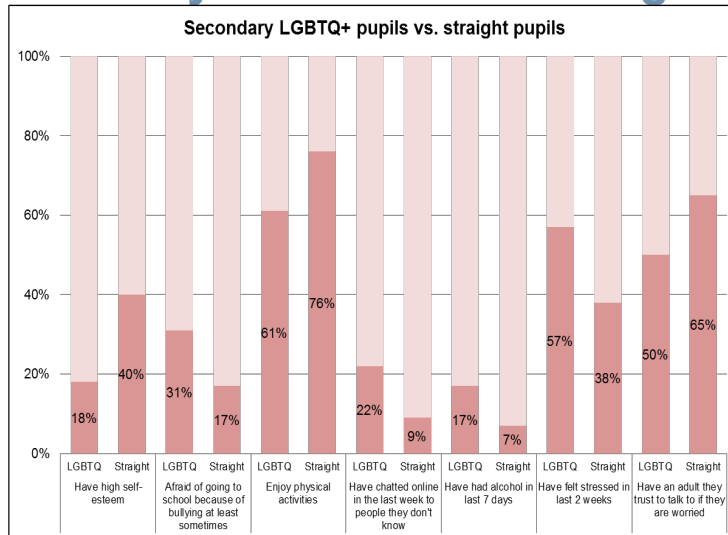
## Secondary: Gender differences



•Sample Size: Boys Y8:317 Y10: 225 & Girls Y8: 338 Y10: 188

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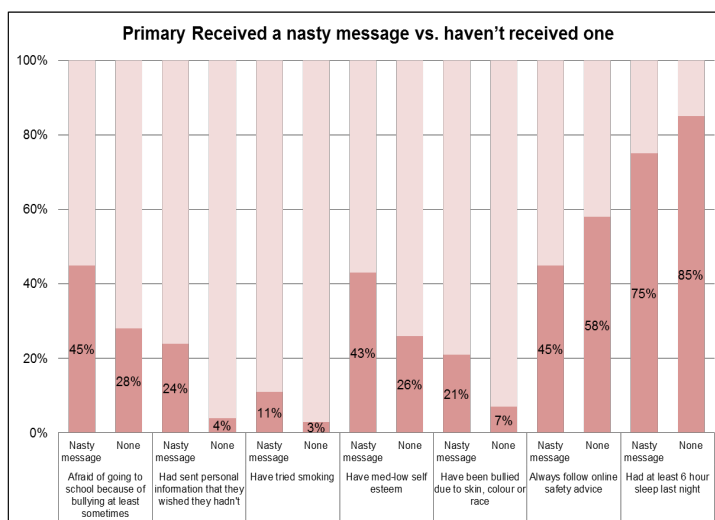
## Secondary: LGBTQI+ vs Straight



Sample Size: Year 8 boys 33 vs. 278, girls 53 vs. 278 & Year 10 boys 20 vs. 202, girls 37 vs. 151

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## Primary: Nasty messages online

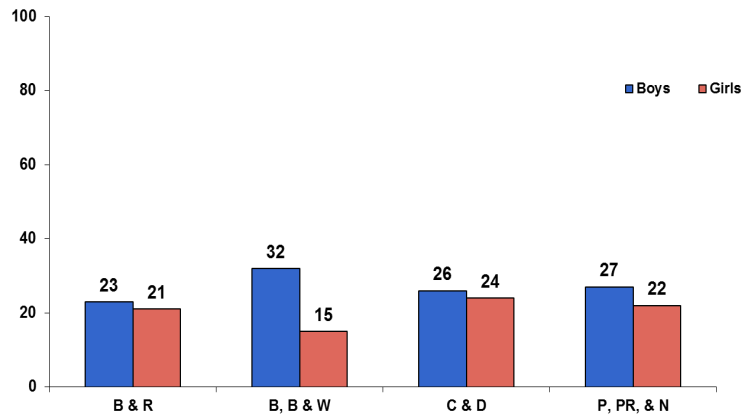


Sample Size: Year 6 boys 67 vs. 302, girls 72 vs. 264

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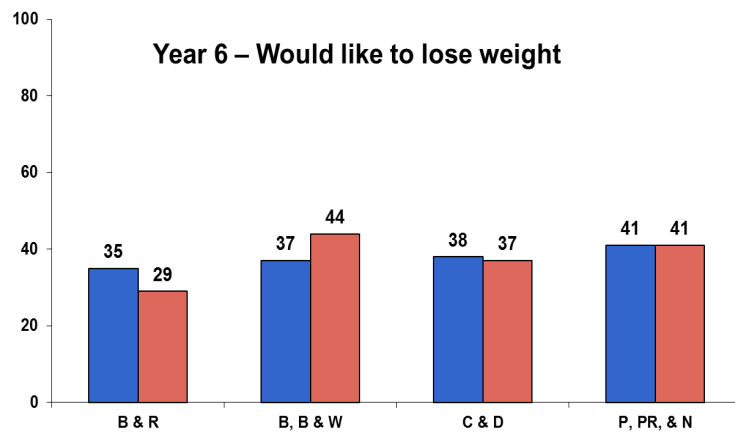
## Primary localities: High self-esteem



B&R – Bermondsey & Rotherhithe: B 255 G 228 = 483  
 B, B & W – Borough, Bankside & Walworth: B 230 G 224 = 454  
 C & D – Camberwell & Dulwich: B 189 G 158 = 347  
 P, PR & N – Peckham, Peckham Rye & Nunhead: B 251 G 317 = 568

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## Primary localities: want to lose weight

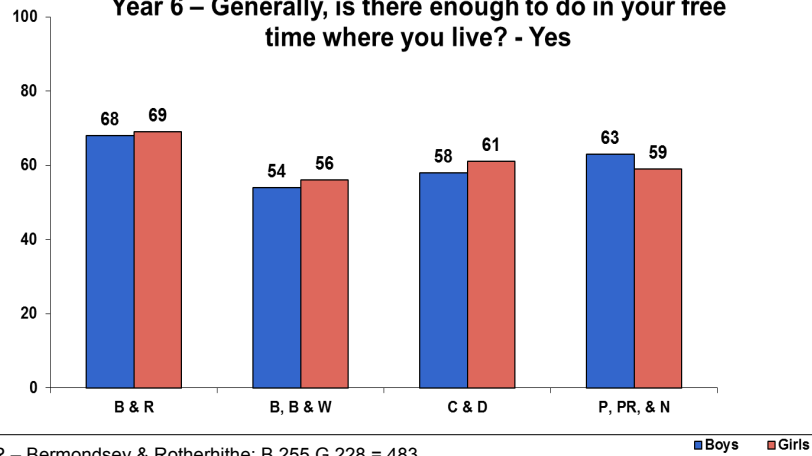


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## Primary localities: Enough to do where they live

Year 6 – Generally, is there enough to do in your free time where you live? - Yes



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Boys Girls